

Office of Special Education

Programs & Resources Guide for Families



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

2013–2014

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Letter from the Chief of Special Education

Dear DCPS Families,

We are pleased to present you with the *2013–2014 Programs and Resources Guide for Families*. It is important to us in the Office of Special Education that you, our families, know we value your commitment to working with DCPS to provide a high-quality education for your child. Our vision is to become the school district of choice for students with disabilities. To do this we know that we must have trained and dedicated staff, high-quality programs, and engaged and informed families. Communication of our programs and resources is essential, and this guide is just one way in which we will continue communicate with you.

One of our goals in the Office of Special Education is to improve students' academic performance each year for the next three years. We know our students can reach this goal, but we also know we need to work with our families to make it a reality. This guide will show you the programs and supports available to students in DCPS to achieve academically and grow into happy, healthy, productive members of the DC community.

We know our students will enjoy school and see significant academic achievement if we work in partnership with you. You should feel free to reach out to our team with any questions, and we will continue to develop ways to work with you. Contact information for each of our programs and supports is included at the back of this guide.

Please use and enjoy this resource. We look forward to working with you to provide our students with disabilities a high-quality education!

Sincerely,



Dr. Nathaniel Beers

Chief, Office of Special Education

Overview

Introduction

The vision of the District of Columbia Public Schools (DCPS) is to be the district of choice for students with disabilities. This is aligned to our belief that all students, regardless of background or circumstance, can achieve at the highest levels.

The purpose of this guide is to provide DCPS families with descriptions regarding special education programs and resources offered in the 2013–2014 school year.

Inclusive Practices

DCPS is committed to inclusive practices and believes that by including students with disabilities, all students will be better prepared for post-secondary success. Inclusion gives students access to rigorous, common core curriculum, and inclusion fosters relationships among students with disabilities and students without disabilities. Even when students require instruction outside of the general education setting, DCPS is committed to creating opportunities for students to learn together regardless of disability. This commitment to inclusion drives our work.

The Continuum of Services in DCPS

DCPS is committed to offering a continuum of services in neighborhood schools. This practice is consistent with the reauthorized Individuals with Disabilities Education Act (IDEA) 2004, which emphasizes that students with disabilities be provided access to the same curriculum as, and be educated with, their non-disabled peers to the maximum extent appropriate.

The continuum in DCPS neighborhood schools is composed of the following three levels and is based upon student needs:

- The general education classroom, with supplementary aids and services such as special education teacher support (inside of general education setting).
- A special education classroom, for part of the school day, within the neighborhood school with the student spending the remainder of the day in the general education classroom or in activities with students who do not have disabilities (combination inside and outside of general education setting).
- A self-contained special education classroom full-time, within the neighborhood school. Where a neighborhood school does not have a full-time self-contained class, the District will provide support to the school or family to identify an appropriate location of service (outside of general education setting).

Additionally, there are two levels of the continuum that require placement beyond neighborhood schools:

- A self-contained special class full-time, in a separate school
- Home and Hospital Instruction (HIP)

Special Education Programs

Autism Support Program

Students Served: Students with Autism Spectrum and related disorders

Grades: Pre-school through grade 12

Contact: ose.autism@dc.gov

The Autism Support Program serves over 500 students in over 60 classrooms across 25 DCPS schools. The program serves students in pre-school to grade 12. The program provides academic, behavioral, and social-emotional interventions to each student based on his or her educational needs.

Instructional Model

The Autism Support Program is designed around principles of Applied Behavior Analysis (ABA) and utilizes research-based practices to foster student success. Teachers are trained in the use of ABA techniques and use them throughout the school day.

Students in the program usually spend most of their school day in a special education classroom. They receive rigorous instruction that uses research-based academic and behavioral interventions. Teachers align their lessons to the Common Core State Standards and design them to prepare students for instruction in general education classrooms. Students who show academic and social progress receive instruction in general education classrooms based on their individual needs.

Classroom Support

Classrooms in the program are staffed by special education teachers and classroom instructional paraprofessionals. Classroom staff receive ongoing training from DCPS Autism coaches, many of whom are Board Certified Behavior Analysts. Coaches support classroom staff to effectively use ABA strategies throughout instruction to support student success.



Behavioral and Educational Support Program

Students Served: Students with emotional disabilities and/or exhibiting challenging behaviors

Grades: Kindergarten through grade 12

Contact: ose.behavior@dc.gov

The Behavioral and Educational Support (BES) Program serves over 500 students in over 50 classrooms across 19 DCPS schools. The program serves students in kindergarten to grade 12. Students receive instruction in a small classroom setting outside of the general education setting; however, students can return to a general education setting if they demonstrate success and if the IEP team determines it to be appropriate. Many BES students are active participants in the school community and join after-school activities, athletic teams, and social clubs. Teachers and support staff have access to regular support from coaches who are trained to support students with emotional disabilities.

Instructional Model

Instruction in BES classrooms is aligned to both DCPS and Common Core State Standards and is delivered through whole group, small group and individual instruction. In secondary BES classrooms, a “blended instruction” model is utilized. Blended instruction combines on-line and in-class instruction through co-teaching and allows students to earn course credit, monitor individual progress, and pace their own instruction. BES classes use targeted reading interventions based on student reading levels. BES students also have access to academic interventions available at their school. Positive and productive social-emotional and behavioral skills are explicitly taught and monitored through research-based curricula.

Classroom Support

Classrooms in the Behavioral and Educational Support Program are staffed with special education teachers, classroom instructional paraprofessionals, and behavior technicians. Teachers are trained to meet the educational needs of students with behavioral challenges. Classroom instructional paraprofessionals and behavior technicians are trained to support instruction and student behavior. Specially trained and certified related service providers provide supports to students and classroom staff.

BES classrooms are also supported by behavior coordinators, who have a range of expertise that includes classroom management, verbal de-escalation, mental health diagnoses, school administration and operations, and school culture. Behavior coordinators visit classrooms regularly to gather and assess student data, to observe and support instruction, and to model strategies.

Early Childhood Tools of the Mind Inclusion Classrooms

Students Served: Students with disabilities served in the general education setting

Grades: Pre-school and pre-kindergarten

Contact: Office of Early Childhood Education, (202) 698-1036

At the early childhood level, DCPS serves a number of students with disabilities within the general education classroom. These classrooms have additional resources and supports to meet students' needs; all children in the class benefit from this innovative model.

Instructional Model

The Tools of the Mind curriculum allows teachers to work at each student's individual level to help him or her prepare for kindergarten. Students in the classroom also have the advantage of increased opportunities to develop their social-emotional skills as they interact and learn with children who have different abilities than they do. At the pre-school/pre-kindergarten level, students with disabilities benefit greatly from peer modeling. Their non-disabled peers also benefit as they provide support and coaching to their classmates. All students in this setting will be better problem solvers and more accepting of differences.

Classroom Support

Early childhood Tools of the Mind inclusion classrooms are staffed with a teacher who is certified in both early childhood education and special education and two trained classroom instructional paraprofessionals. Students receive the services prescribed in their IEPs while in a general education classroom with their non-disabled peers. They also receive related services as prescribed in their IEPs.



Early Learning Support Program

Students Served: Students with developmental delays

Grades: Pre-school through grade 2

Contact: ose.sit@dc.gov

The Early Learning Support (ELS) Program is designed to meet the individual needs of students with identified delays. Students receive instruction using a center-based model that allows for a high degree of individual attention. Each classroom uses a proactive approach to behavioral management by using engaging instructional methods and high levels of reinforcement for success. Students in these classes have full-time IEPs and frequently require a range of related services.

Instructional Model

Students in ELS classrooms work to achieve IEP goals and objectives. Classroom instruction is based on a curriculum that is aligned to the Common Core State Standards. Students also receive research-based interventions that target student growth in literacy and math. The model of instruction used is one that maximizes the ability to meet individual student needs.

Classroom Support

Classrooms in the Early Learning Support Program are staffed with special education teachers and classroom instructional paraprofessionals. Teachers are trained to meet the educational needs of students with developmental delays and classroom instructional paraprofessionals also receive training and support in the area of data collection and meeting individual student needs. Specially trained and certified related service providers provide supports to students and classroom staff.



Intellectual Disability Support Program

Students Served: Students with intellectual disabilities and adaptive functioning deficits

Grades: Pre-school through grade 12

Contact: ose.lowincidence@dc.gov

The Intellectual Disability (ID) Support Program serves students in pre-school through grade 12 who have intellectual disabilities coupled with adaptive functioning deficits. Located in several neighborhood schools and two separate special education schools, these classrooms work with students on a variety of skills related to community, life, and academics. A major focus of the program is to prepare students for the outside world, beyond the classroom. All students receive rigorous reading instruction and focus on literacy as they prepare for competitive work, productive citizenship, and long-term independence. The ID Support Program also serves students with chronic health issues. These students receive targeted support for their academic and medical needs in school.

Instructional Model

Students in the ID Support Program work to achieve individual IEP goals and objectives. Classroom instruction is based on a curriculum that is aligned to the Common Core State Standards, as well as instruction in daily living activities. Secondary students work toward certificates of IEP completion rather than standard diplomas and receive transition services including career education and vocational preparation. A new curriculum will help increase the structure and support of ID classes to ensure consistency throughout the neighborhood schools. Students in the ID program participate in the alternate state assessment known as the DC CAS Alt.

Students have access to school-based routines and procedures, such as morning meetings and instructional centers. Where programs are located in neighborhood schools, students have a number of opportunities to be integrated with non-disabled peers throughout the school day, as appropriate to their individual interests and needs.

Classroom Support

Classrooms in the ID Support Program are staffed with special education teachers and classroom instructional paraprofessionals. Teachers are trained to meet the educational needs of students with intellectual disabilities. Classroom instructional paraprofessionals also receive training and support in the areas of behavior management, instructional support, data collection, and facilitation of long-term independence. Specially trained and certified related service providers provide supports to students and classroom staff.

Learning Disability Support Program

Students Served: Students with math- and language-based learning disabilities

Grades: Grades 3 through 12

Contact: ose.sit@dc.gov

The Learning Disability (LD) Support Program serves students in grades 3 through 12 struggling with math and language-based learning differences. Classroom instruction addresses both their intellectual strengths and their learning needs. Although most students are typically served in an out-of-general-education setting, they may spend part of their day included in general education classes with non-disabled peers as appropriate. Students also enjoy access to after-school and extra-curricular activities, as they are able and/or interested.

Instructional Model

Students in the LD program receive research-based interventions and work to achieve IEP goals and objectives that align to the Common Core State Standards. Students also have access to interventions and materials available at neighborhood schools.

In secondary classrooms, a “blended instruction” model may be utilized. Blended instruction combines on-line and in-class instruction through co-teaching and allows students to earn course credit, monitor individual progress, and pace their own instruction.

Classroom Support

Classrooms in the LD Support Program are staffed with special education teachers and classroom instructional paraprofessionals. Teachers are trained to meet the educational needs of students with learning disabilities, and classroom instructional paraprofessionals also receive training and support in the area of data collection and meeting individual student needs. Specially trained and certified related service providers provide supports to students and classroom staff.



Sensory Impairment Support Programs

Students Served: Students with hearing or visual impairment

Grades: Pre-school through grade 12

Contact: ose.lowincidence@dc.gov

The Sensory Impairment Support Programs serve students in pre-school to grade 12. The Hearing Support Program serves students who are deaf/hard of hearing across one elementary, one middle and one high school. The Vision Support Program serves students who are blind/visually impaired across one education campus (PS–8) and one high school. Both programs offer various supports to meet the unique educational needs of each student.

Instructional Model

The goal of the Sensory Impairment Support Programs is to equip students with the supports and skills they need to successfully learn alongside their non-disabled peers. The instruction in the Sensory Impairment Support Programs is based on best practices and aligned to the Common Core State Standards.

Students typically spend most of their school day in general education classrooms and receive classroom accommodations and state of the art assistive technology to help them access grade-level curriculum. Students also receive targeted instruction based on the expanded core curriculum to promote independence. Students are taught skills that promote independence to help them succeed inside and outside the classroom.

Instruction in the Sensory Impairment Support Programs targets the unique challenges experienced by students with sensory impairments. Students who are blind/visually impaired have access to braille literacy and numeracy instruction. Additionally, students have access to orientation and mobility services that help them navigate their school and community. Students who are deaf/hard of hearing have access to instruction in American Sign Language (ASL) and audiology services. Additionally, students have access to auditory/verbal oral training, support for residual hearing, cochlear implant support, and state of the art amplification. Sensory Impairment Support Programs partner with several external agencies, including Gallaudet University and Columbia Lighthouse for the Blind, to provide support to students in and out of the classroom.

Classroom Support

Classrooms in the programs are staffed with special education teachers and classroom instructional paraprofessionals. Teachers are trained to meet the educational needs of students with sensory impairments. Specially trained and certified related service providers provide supports to students and classroom staff.

Extended School Year (ESY)

Students Served: All students with disabilities who have ESY prescribed in their IEP

Grades: Pre-school through grade 12

Contact: ose.esy@dc.gov

Extended School Year (ESY) refers to special education and/or related services provided beyond the normal school year to a student with a disability in accordance with his or her IEP. The purpose of ESY is to ensure that students with disabilities have access to a free, appropriate public education (FAPE). Individual student eligibility is considered and discussed at least annually, as part of the IEP meeting.

Eligibility

In accordance with the guidance from the Office of the State Superintendent of Education (OSSE), student eligibility is considered every year. In order to be considered eligible for ESY, a student must qualify under the following three criteria:

1. The IEP team must identify a critical skill or skills that will be at risk if a break in the student's services occurs.
2. Once the critical skill(s) has been identified, the team must determine if the student will experience unusual levels of regression if a break in services occurs.
3. If the IEP team is concerned about the level of regression of a critical skill, they must then determine if the student will take an unusual amount of time to relearn that skill to his or her previous level of mastery.

If an IEP team determines that a student meets all three criteria and documents this in the IEP, the student is eligible for ESY.

Instructional Model

Special education teachers and classroom instructional paraprofessionals provide instruction specific to the critical skills outlined in each student's IEP. Trained special education leadership staff work in support of the summer program to provide an educational environment focused on student achievement.

Classroom Support

Special education teachers, classroom instructional paraprofessionals, and related service providers provide services as identified and outlined in the ESY section of the student's IEP.

Post-Secondary Transition Programs

Competitive Employment Opportunities (CEO) Program

Students Served: Students with disabilities pursuing a high school diploma

Grades: 16–22 years of age

Contact: ose.transition@dc.gov; <http://dcpsceo.com>

The CEO Program provides high school age students with disabilities the opportunity to connect with professional mentors who work in a range of competitive occupations. CEO mentors expose students to the world of competitive employment and help guide students through the career exploration process. Program coursework includes paid weekly professional development classes, guided correspondence with mentors, and career focused capstone projects. Upon completion of the program, mentors assist participants in applying for paid summer internships at their place of employment. Eligible students are encouraged to enroll in Individualized Development Accounts (IDA) in order to receive 1:1 matched savings for use toward continued education after high school.

Students are recommended to the program by school staff and then move through an application and interview process. Recommendations are made during the first semester of school. Recommended students are then directed to formally apply online at dcpsceo.com. Selected students are interviewed at their school near the end of the fall semester. Selections are made roughly three weeks after the interview process.

Interested parents should contact program staff directly or speak to their student's special education teacher.

Marriot Bridges from School to Work Program

Students Served: Students with disabilities with a desire to work

Grades: 17–22 years of age

Contact: ose.transition@dc.gov

Marriot Bridges from School to Work is a program operated by the Marriot Foundation and designed to provide meaningful work opportunities for learning and intellectually disabled students. The goal is to expand the student's work experience and increase his or her ability to obtain competitive employment.

Students are recommended to the program by school staff and then move through an application and interview process. Students can apply for the program at any time throughout the year. Selected students are interviewed by Bridges staff.

- Students must demonstrate a desire to work successfully in a competitive job.
- Students must demonstrate a record of good attendance and punctuality at school.
- Parent, guardian, or other significant individual(s) must demonstrate a willingness to support students throughout the Bridges Program and afterward when the students are independently employed.
- Students must be able to work a reasonable distance from home and have the potential to travel to and from work without assistance from Bridges.
- Students must have the potential to work independently, after a reasonable period of job coaching and support.
- Students must be drug free.

Interested parents should contact program staff directly or speak to their student's special education teacher.

Project SEARCH

Students Served: Students with intellectual disabilities pursuing a certificate of IEP completion

Grades: 18–21 years of age

Contact: ose.transition@dc.gov

Project SEARCH is a school-to-work transition program offered through a business-led partnership between District of Columbia Public Schools (DCPS), Department on Disability Services (DDS), and various federal agencies. The one-year program takes place entirely in a workplace setting where students gain real-life work experience combined with training in employability skills, which help young adults with developmental disabilities make the successful transition from school to adult life. Students with little to no work experience will receive an intensive level of support from education, rehabilitation, and federal agency staff in order to further career exploration and increase their level of employment preparedness. The goal for each student is competitive employment at the end of the experience.

Project SEARCH is located at the U.S. Department of Education, the U.S. Department of Labor, and the U.S. Department of Health and Human Services. Students are recommended to the program by school staff and then move through an application and interview process. Recommendations are made in the fall semester of each school year. Accepted students attend worksite visits, complete onboarding paperwork, and participate in work experience activities prior to the end of the school year. Students also attend a two-week summer orientation program.

Interested parents should contact program staff directly or speak to their student's special education teacher.

Special Education External Diploma (SEED) Program

Students Served: Students with disabilities pursuing a high school diploma

Grades: 21 years of age or older

Contact: ose.transition@dc.gov

The SEED Program is a customized extension of the National External Diploma Program (NEDP), which is a nationally recognized credential that is similar to a high school diploma. The SEED Program offers up to 10 under-credited, full-time special education students who are near the age of exit (21 years of age and older) an opportunity to gain valuable vocational skills, remediate areas of academic need, and achieve a nationally recognized high school diploma equivalency in a supportive, structured classroom geared toward the needs of adult learners. Students attend five days per week, usually in the afternoon or evening.

Interested parents should contact program staff directly or speak to their student's special education teacher.

Special Education Resources

Related Services

Students Served: All students with disabilities who have related services prescribed in their IEP

Grades: Pre-school through grade 12

Contact: dcps.relatedservices@dc.gov

Mental Health and Behavioral Support Services

The Mental Health and Behavioral Support Services team consists of DCPS social workers that work with children on issues they face at school, at home, in the community, and elsewhere that affect their ability to participate in and benefit from their education. Delivered by social workers, these services can include group or individual counseling; home visits; and social, emotional, and behavioral assessments. School social workers work with teachers to analyze student behavior and functioning over time in order to develop strategies that help maximize learning in the classroom. These social workers also connect students and families with community resources to maximize the impact of in-school behavioral support services. Finally, social workers are part of the Crisis Response Team, which supports students and school staff when a crisis occurs.

Physical Supports: Occupational Therapy (OT) and Physical Therapy (PT)

Occupational therapists work with students and teachers to improve students' ability to perform day-to-day tasks, such as reaching and grasping skills, so they can better hold books and classroom materials. These are known as fine motor skills. Occupational therapy services also help address the needs of children relative to self-help skills, adaptive behavior and play, and sensory and motor skills. Physical therapists help students with challenges related to movement, such as climbing stairs or transitioning from class to class. After diagnosing these challenges, PTs provide support and special equipment, such as walkers, to help students travel around the school.

Psychology

The Psychology team supports students and educators by giving psychological and developmental tests, analyzing information about a child's behavior and cognitive functioning, and interpreting these results with school staff and parents. DCPS psychologists work with parents, teachers, and other IEP team members to ensure that test results and other data are used to develop goals and appropriate services to meet each student's needs. School psychologists also help school staff and parents develop learning and behavior strategies for students engaged in the Student Support Team process.

Speech-Language Pathology

The Speech-Language Pathology team identifies and supports children with specific disorders and delays related to language and communication. They provide therapy to help students overcome the impact of these challenges on their academic success. This may include the use of technology to help students become more independent, such as devices that assist non-verbal students with communication. Speech language pathologists also work closely with teachers and parents to build speech-language skills and help students apply those skills to all learning opportunities by reinforcing strategies in the classroom and at home.

Assistive Technology

Students Served: All students with disabilities who have AT prescribed in their IEP

Grades: Pre-school through grade 12

Contact: ose.at@dc.gov

What is Assistive Technology?

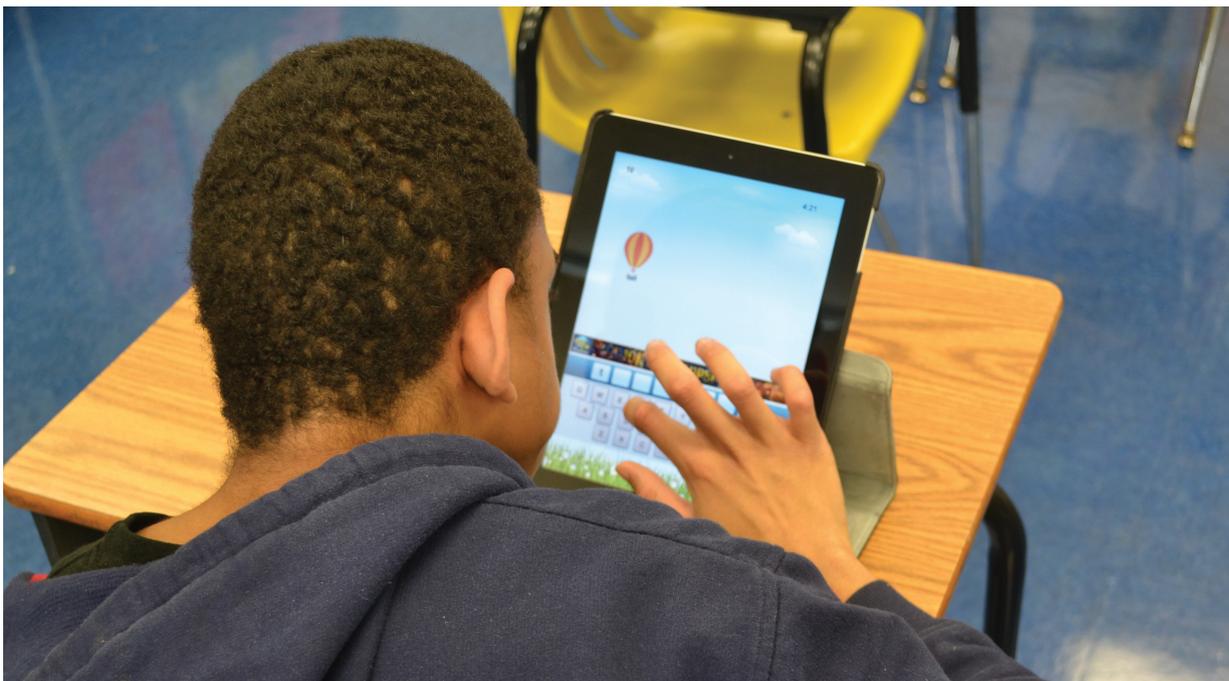
Assistive Technology (AT) is an umbrella term for all services that directly help a student with a disability select, acquire, or use an assistive technology device to access the curriculum. AT devices and services are used by students with IEPs or 504 plans to access the general education curriculum. An AT device may be sophisticated hardware or software or a simple device with a specific design and/or method of use.

How is AT categorized? What are examples of AT?

There are three major categories of AT: AT for Access, AT for Communication, and AT for Learning. AT for Access supports the physical and sensory needs of students with disabilities. Examples of AT for Access include mobility and seating devices, adaptive switches, closed circuit televisions (CCTVs), and FM systems. AT for Communication, also known as Augmentative and Alternative Communication (AAC), provides supports for the communication needs of students with disabilities. Examples of AT for Communication include voice output switches, communication software, and devices that utilize picture symbols. AT for Learning provides supports for the learning needs of students with disabilities. Examples of AT for Learning include personal computers, audio books, and speech to text or text to speech software.

How can a student get access to AT?

The IEP Team or 504 Committee determines whether a student requires an AT device or AT services at his or her IEP or 504 meeting.



Early Stages

Students Served: Children ages 3 through 5 years old

Grades: Pre-school and pre-kindergarten

Contact: referral@earlystagesdc.org

Early Stages Overview

Early Stages fulfills the District's obligation under the Individuals with Disabilities Education Act (IDEA) to execute child find activities for all 3- through 5-year-old children in D.C. This includes children who are enrolled in DCPS; children who are enrolled in dependent charters, private or religious schools, or child care centers; and children who are not yet enrolled in school. In addition, Early Stages manages Part C Transition, determining special education eligibility for children in the DC Early Intervention program who are turning 3 years old. Early Stages has two sites:

- Walker Jones Education Campus at 1125 New Jersey Avenue NW
- Department of Employment Services building at 4058 Minnesota Avenue NE

Main Activities

Early Stages performs developmental screenings; manages referrals from parents, schools, child care providers, pediatricians, and government agencies; conducts assessments; develops IEPs; and identifies locations for service provision. All children referred for evaluation are assigned to a team that consists of a Family Care Coordinator, who provides family support through the process, and an Evaluation Coordinator, who coordinates the assessments and development of the IEP. Together with a team of related service providers, they work to provide caregivers with a comprehensive understanding of their child's needs.

Service Delivery

Early Stages is not a direct service provider. All services are delivered by DCPS school-based personnel. Children who require specialized instruction are offered a seat at their school of right (either neighborhood school or lottery placement) or at the next closest school that can meet their needs if the neighborhood school is not available or lacks a needed program. Children who need only related services are not typically offered a seat (unless already enrolled) but are offered services at their neighborhood school or the school closest to their child care center or private school. These children are enrolled with a non-attending IEP or with an Individual Service Plan (ISP), as appropriate.

Outreach

Early Stages has a team of field-based coordinators who develop and maintain referral relationships with diverse organizations and manage the initial screening process for families. In addition, they distribute educational materials, provide professional development sessions, train organizations to implement screening programs, and create or attend community events. Early Stages also produces a quarterly newsletter and maintains a website (www.earlystagesdc.org).

Referral to Early Stages

Anyone can make a referral to Early Stages. Referrals can be made several ways:

- Phone: 202-698-8037
- Fax: 202-654-6079
- E-mail: referral@earlystagesdc.org
- Online Form: www.earlystagesdc.org

Office of Special Education Contact Information

PROGRAMMING TEAM

E-mail: ose.programming@dc.gov

Assistive Technology

E-mail: ose.at@dc.gov

Autism Support Program

E-mail: ose.autism@dc.gov

Behavioral and Educational Support Program

E-mail: ose.behavior@dc.gov

Early Learning Support Program

E-mail: ose.sit@dc.gov

Extended School Year (ESY)

E-mail: ose.esy@dc.gov

Intellectual Disability Support Program

E-mail: ose.lowincidence@dc.gov

Learning Disability Support Program

E-mail: ose.sit@dc.gov

Post-Secondary Transition Programs

E-mail: ose.transition@dc.gov

Sensory Impairment Support Programs

E-mail: ose.lowincidence@dc.gov

RELATED SERVICES TEAM

Mental Health & Behavioral Support Services

E-mail: dcps.relatedservices@dc.gov

Physical Supports: Occupational & Physical Therapy

E-mail: dcps.relatedservices@dc.gov

Psychology

E-mail: dcps.relatedservices@dc.gov

Speech-Language Pathology

E-mail: dcps.relatedservices@dc.gov

EARLY STAGES TEAM

E-mail: referral@earlystagesdc.org

RESOLUTION TEAM

Families concerned about their student's special education services should contact the Special Education Resolution Team.

Phone: (202) 442-5423

DCPS CRITICAL RESPONSE TEAM

Families can also contact the DCPS Critical Response Team to obtain additional information about special education.

Phone: (202) 478-5738





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